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ABSTRACT

Written for both educators and business people, this document provides guidelines for business-education collaboration. The guide defines the characteristics of business-education partnerships that effectively promote school improvement and describes the stages a partnership undergoes as it progresses to a fully developed collaborative effort. The guide contains four chapters. Chapter I provides an overview of partnerships and the benefits that can be achieved through business involvement in school improvement. Chapter II presents a model for the stages of partnership development. Chapter III provides practical guidelines for establishing and maintaining partnerships for school improvement. Chapter IV describes partnership activity in the Northeast/Islands region and includes profiles of noteworthy partnerships, as well as a listing of contact information for additional partnerships. Finally, the appendix contains a list of print and organizational resources.
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Business-Education Partnerships:

STRATEGIES FOR SCHOOL IMPROVEMENT

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with

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1986

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Foreword

Business-Education Partnerships: Strategies for School Improvement is a guide to business-education collaboration. Written for both educators and business people, the guide defines the characteristics of business-education partnerships that effectively promote school improvement and describes the stages a partnership undergoes as it progresses to a fully developed collaborative effort. In clear language it tells what an effective partnership should accomplish, what it should look like, and how to nurture it through its development. It also provides detailed profiles of a range of effective partnerships, with contact information so readers can reach the people who are actually making a partnership work.

The work of researching and compiling this guide was undertaken by staff of The Regional Laboratory for Educational Improvement of the Northeast and Islands, one of nine such organizations funded by the U.S. Department of Education to improve schools and classrooms by linking them to research and sound practice. The guide exemplifies this mission: business-education partnerships that are based on what is known to be effective hold much promise for improving schools. It is our hope that users of this guide will be encouraged to enter new partnerships or strengthen existing ones by following the guidelines it contains.

The Regional Lab serves a region — Puerto Rico, the Virgin Islands, New York, and the six New England states — that, although diverse, shares a history of educational, economic, and social innovation. The region also shares similar needs, for example, a high

rate of dropouts, illiteracy, and teacher shortages. The partnerships that are being forged and the collaborative arrangements being considered in cities, small towns, and rural areas throughout the region are one important way in which educators and business people of the region are meeting these critical needs with innovative approaches.

As more and more communities realize that schools do not operate effectively in isolation, partnerships are being seen as one possibility for improving schools. Yet, like other innovations in education, partnerships should be undertaken with a clear understanding of what makes schools work. The Regional Laboratory was formulated upon a long tradition of research about what makes schools effective and how to go about implementing changes that can make schools even more so. By examining business-education partnerships in light of that knowledge base, we believe this guide not only contributes to existing knowledge, but that it will enable others to enter partnerships knowing more about how to make them work effectively to improve education in their communities.

David P. Crandall, Ed.D.
Executive Director

Acknowledgments

This publication represents the collaborative efforts of many individuals and organizations. I am indebted to my colleague, Jill Mirman, for the meetings, the drafts, the support, and the insight. Many thanks to the other Lab contributors, Paul Haley, Esther Markman, and Lynn Murray, for their guidance and participation. It was a personal and professional pleasure to work with them.

Several reviewers provided invaluable feedback and suggestions that significantly improved the book. All of us at The Regional Lab would like to thank: Dr. Joseph Cronin, President of the Massachusetts Higher Education Assistance Corporation; Dr. John Collins, Superintendent, Shrewsbury (Massachusetts) Public Schools; Dr. Robert Sperber, Special Assistant to the President, Boston University; Willis Sprattling, Vice President for Public and Community Affairs, Xerox Corporation; and Susan Weinberger, Director of Public Affairs and Adopt-A-School, Norwalk (Connecticut) Public Schools.

Much of the information on specific partnerships was collected by the staffs of the Lab's state assistance centers. Their cooperation and assistance contributed greatly to the practicality of the book.

All of us at the Lab wish to extend our appreciation to the dozens of partnership practitioners throughout the region who gave us time and information. Their involvement helped ensure that the book paints a representative picture of partnerships in the Northeast/Islands region.

Many thanks to the Lab Headquarters staff, particularly Susan Loucks-Horsley and Janet Angelis, for devoting time to the many

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issues and details we confronted while producing this publication.

No book ever gets published without a production team. My thanks to Andrea Williams, production coordinator, Bonnie Katz, graphics consultant, and Clif Lund-Rollins, word processing coordinator, for their hours of “final touches.”

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Introduction

We are in the midst of an unprecedented reexamination of the traditional roles of the public and private sectors in education. Prompted to action by well-publicized calls for educational reform, business leaders, public officials, and educational decision makers have embarked on a search for workable cross-sector strategies for school improvement.

The search has generated numerous business-education partnerships — collaborative efforts designed to achieve mutually desirable results. The most significant outcome from these partnerships has been to reinforce the view that good schools are good for business. The central issues of public policy and private industry concerns — economic vitality and competitiveness, a well-educated work force, and opportunities for success for all citizens — are the basis for many partnerships.

William S. Woodside, recently retired chairman of American Can Corporation, expressed this view:

We are troubled because we know that without a first rate system of public education — and one that is first rate for everyone and not just some — our nation will not change for the better . . . no community can prosper if its members, including corporations and public schools, have no contact with each other or have no common ground on which to meet together and to work together.¹

The idea of business-education partnerships is not new. It has

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gained momentum as one way to infuse new energy, ideas, resources, commitment, and spirit into achieving a national goal: schools should be preparing students for a productive future. Advocates from every level of society have recognized the obvious benefits of merging the resources of the public and private sectors. In school districts across the country, administrators are exploring innovative ways of obtaining needed financial and human resources. In states such as Connecticut, Massachusetts, and New York, elected officials are leading a wave of coalition building to improve both schools and economic conditions.

In the private sector, a range of people from Chamber of Commerce members, to CEOs of Fortune 500 corporations, to small business owners have acknowledged the need to get more involved with schools. Nationally, the concept of schools and businesses joining forces to address shared problems has been supported by the U.S. Chamber of Commerce, the U.S. Department of Education, and the President's National Partnerships in Education Program. Additional encouragement for partnership building has been provided through several commission reports, including the Council for Economic Development's *Investing in Our Children* and the American Enterprise Institute's *The Private Sector in the Public School*.

The numerous publications on partnerships that have emerged in the past few years testify to the growing awareness of their viability as a strategy for school improvement. While virtually no research on the effectiveness of partnerships has been conducted, many descriptive publications include case studies of specific partnerships. Some publications describe the process of partnership formation and the benefits accrued by participants. To develop this publication, staff of The Regional Laboratory for Educational Improvement of the Northeast and Islands synthesized previous publications, interviewed partnership participants, collected information on dozens of collaborative efforts, and analyzed this information. Through our analysis, we attempted to identify common steps that these partnerships have taken to achieve their status. Applying our understanding of school improvement gained from research and practice to the partnership strategy, we created a model that represents how partnerships that demonstrate a high level of collaboration develop.

The Regional Lab has developed this publication as a resource for those who are already engaged in partnership building, and for those enticed by the prospect. Our goal is to demonstrate that partnerships can be productive, practical, rewarding strategies for improving classrooms, schools, and communities.

This guide contains four chapters. Chapter I provides an overview of partnerships and the benefits that can be achieved through business involvement in school improvement. Chapter II presents our model for the stages of partnership development. Chapter III provides practical guidelines for establishing and maintaining partnerships for school improvement. Chapter IV describes partnership activity in the Northeast/Islands region and includes profiles of noteworthy partnerships, as well as a listing of contact information for additional partnerships. Finally, the Appendix contains a list of print and organizational resources.

Our hope is that this guide will help readers assess the value of partnering and that it will offer some conceptual guidance and practical approaches for establishing partnerships.

I.

Education and Business: Allies for School Improvement

The alliance between business/industry and education is a natural one based on gearing up for survival, survival of students, business, public education — and society Through creative partnerships with business/industry, schools can improve their programs and enhance their students' potential to meet their own and the nation's economic imperative.¹

Business-education partnerships are interorganizational arrangements between schools and private enterprises. Also called industry-education partnerships, or public-private partnerships, the most successful partnerships are characterized by an exchange of ideas, knowledge, and resources. Partners form a mutually rewarding relationship with the purpose of improving some aspect of education. The relationship must be based on the identification and acceptance of compatible goals and strategies. In addition, the partners should respect the differences in each other's culture and style, striving to apply the best of both worlds to achieve established goals.

Most partnerships are formed initially to address a specific need, such as providing job experiences for high school students. Through diligent planning, partnerships can develop into broad, flexible, collaborative structures for pooling resources to meet a variety of needs. At their best, partnerships can serve as a way for schools to improve what they do, for businesses to make meaningful contributions to education, and for all to contribute directly to the quality of

life in the community.

Systematic school improvement requires a process of planning, identifying priority need areas, generating options for action, selecting options to try, assessing progress, and adjusting the process and activities to achieve the best results. At the point where school improvement planners are exploring options for how best to address identified need areas, they should consider the merits and limits of the partnership concept. The well-structured partnership provides a systematic and sustained approach to cooperative school improvement.

Business Involvement in School Improvement

Business has supported education in a variety of ways for many years. The increased popularity of partnerships between businesses and schools can be attributed to several factors. Growing public awareness of the connection between good schools and a prosperous economy has inspired business to contribute more directly to areas of greatest need. In many communities, from New York City to rural Vermont, community leaders have recognized the importance of an educated work force as a key attraction for business expansion and economic development. Shortages of entry-level employees with sufficient job skills have created a critical problem for many companies. Employers need young people with good social and communication skills and work attitudes, a good foundation of basic and problem-solving skills, and the ability to learn on the job. Ironically, more students are dropping out of school at the same time that the need for new employees is increasing.²

The education and the private sectors have a shared responsibility for retooling the education system for the next century. Many of the reports on school reform have recommended that businesses and schools work together so that education can respond to economic changes. Policymakers and enlightened business leaders are urging the business community to play a unique role in supporting educational programs and building a public constituency for education.

The recently published report prepared by the Council for Economic Development, *Investing in Our Children*, articulates the "business perspective" on how the private sector can support and contribute to educational reform. Prepared by a panel of business, education, and government representatives, the report makes the following recommendations:

- Business should increase its investment in education.
- Business should be encouraged to support employee participation in education.
- Business and education should investigate existing partnership models and creatively adapt them to meet their needs.
- Business should use existing community organizations and develop new ones as needed to improve education.
- Business should participate in the local policy-making process.³

In addition to improving the employment skills of students entering the work force, businesses enter into partnerships for a variety of other reasons. Social responsibility and community support is a major impetus for business involvement in education.⁴ Other incentives for support of education include the desire to improve or maintain a corporate image. This is especially true for smaller, or less established, companies, where good publicity can contribute to the company's short-term goal of increased recognition.

The particular motives of any business for involvement in education must be compatible with the goals of the partnership. Potential partners need to explore each other's attitudes towards business involvement in education in order to reduce the chances of stereotypical attitudes getting in the way of mutual goal setting. Some authors have identified attitudinal barriers to partnerships.⁵ If business holds the stereotyped view of public education as only minimally effective, or if school people suspect that business people's motives for involvement are negatively self-serving, then partnerships will not work. Fortunately, there is evidence that these misperceptions are not prevalent enough to inhibit partnership development.⁶

Business involvement in education takes many forms. Historically, corporate contributions to schools have usually consisted of small financial donations (for awards, scholarships, or grants), and materials and equipment (typewriters, books, computers). As the number and variety of partnerships have expanded, the contributions of business and industry have ranged from financial and material contributions to major commitments of human resources. Partnerships with high levels of collaboration and business involvement contribute various resources to support school improvement activities such as teacher fellowships, work study programs, and curriculum revision.

But the contribution of human resources is what distinguishes partnerships from other forms of business support. Speakers, mentors, executives-on-loan, scientists, business managers, statisticians,

and employee volunteers represent just some of the major investment of people resources that business partners contribute to schools. Sharing expertise is one essential way that the private sector can contribute to educational improvement.

Schools can bring to a partnership skilled professional educators. Business partners must recognize that school personnel have expertise of their own that is critical to the implementation of partnership activities. Mutual respect is the essential component to a successful, rewarding collaboration.

Partnerships can be powerful vehicles for bringing businesses and schools together in ways that benefit both. Partners may approach the relationship motivated by different interests, but they will quickly realize how the accomplishment of the partnership objectives can benefit all parties involved.

Benefits of Partnerships

When partnerships are well planned and administered, everyone involved wins. A recent study that surveyed a sample of Forbes 500 company executives reported that “a whopping 81% are pleased with their involvement in public schools.”⁷ The benefits of partnerships are practical in that they extend the ability of individual partners to achieve broad goals and specific objectives that would be difficult to reach independently.

For the company and its employees, the benefits include:

- greater consumer understanding of the company’s products, services, and policies
- improved image through direct involvement in socially responsible activities
- solutions for problems such as job training, equal employment opportunities, and entry-level positions
- improved employee morale
- a structure for seeing impact of contributions to education.

Partnerships enable business leaders and their employees to make concrete contributions to the community. While donations of equipment might address a short-range need, the real problems in education require sustained planning and commitment from a variety of individuals. The activities of a partnership, by focusing on an issue

such as dropout prevention, can help address a problem that is educational as well as economic and social.

For educators, the benefits of a partnership include:

- new resources, ideas, and commitment to address school improvement goals
- a broader base of support from influential leaders and the general public
- improved teacher morale through new challenges, experiences, and relationships
- greater opportunities for students to learn about careers, the economy, and real world applications of academic subjects
- positive reinforcement of students' self-concept and aspirations through interactions with adults who serve as positive career role models
- job experience and opportunities for students.

The most successful partnerships are those that provide opportunities for employees from both sectors to interact on a professional basis. This cross-pollination of experiences, ideas, values, and work styles can be an enriching process, allowing employees to contribute to personally and professionally rewarding activities designed to improve educational quality.

To reap the benefits, partnerships require a major commitment of time, personnel, and resources from the individuals and organizations involved. There is no such thing as a "part-time" partnership. An alliance goes through a process of building common understanding, trust, and commitment to the cause. The next chapter provides a model for developing meaningful collaborations for school improvement.

II.

Stages of Partnership Development

Most partnerships begin small. They involve a few people and implement a few activities to address a specific problem. Through time and planning, partnerships can evolve into practical, effective structures for addressing school improvement needs. They involve more people, apply more resources, and increase the level of commitment and collaboration between or among the partners.

Through our examination of partnerships, we have come to recognize that a fundamental step in the development of a partnership is the articulation of a shared vision or philosophy of what the partnership should strive to be. This vision guides partners through the typical stages of partnership maturation and helps them meet the daily challenges of keeping the partnership going. Having a set of guiding principles helps keep the big picture in mind and clarifies what dedicated partners can hope to achieve.

The principles that follow are drawn from the many partnerships we examined in preparing this guide.

Guiding Principles

1. Partnerships should integrate findings from school improvement research and experience with the expertise of the business partners in developing and implementing school improvement strategies.

2. Partnership planners should aspire to develop a two-way exchange of resources, ideas, and knowledge. Partnerships should be based on a mutual belief that both sectors have something to share and that each can make important contributions.
3. Partnership planners need to recognize that the relationship between public education and the world of work is necessary and can be productive. Partners should share the view that education plays a vital role in imparting skills and knowledge that are fundamental to getting jobs, achieving personal success, and contributing to the society and the economy.
4. For many people partnerships are new collaborative ventures. Effective collaboration takes time and involves a process of building trust, commitment, and a sense of purpose. The process of learning and sharing that occurs as a partnership matures is in many ways as important as the educational goals to which the partnership is committed.
5. Business-education partnerships can serve as models for community-wide coalitions aimed at improving the quality of life of the community.

Some partnerships, such as the Boston Compact and the Community-wide Initiative to Improve Rochester's Public Schools, come close to achieving the ideal vision of collaboration and commitment portrayed in the guiding principles. However, many partnerships are understandably in relatively early stages of development. Recognizing the developmental nature of partnerships can help planners create appropriate expectations for their own progress.

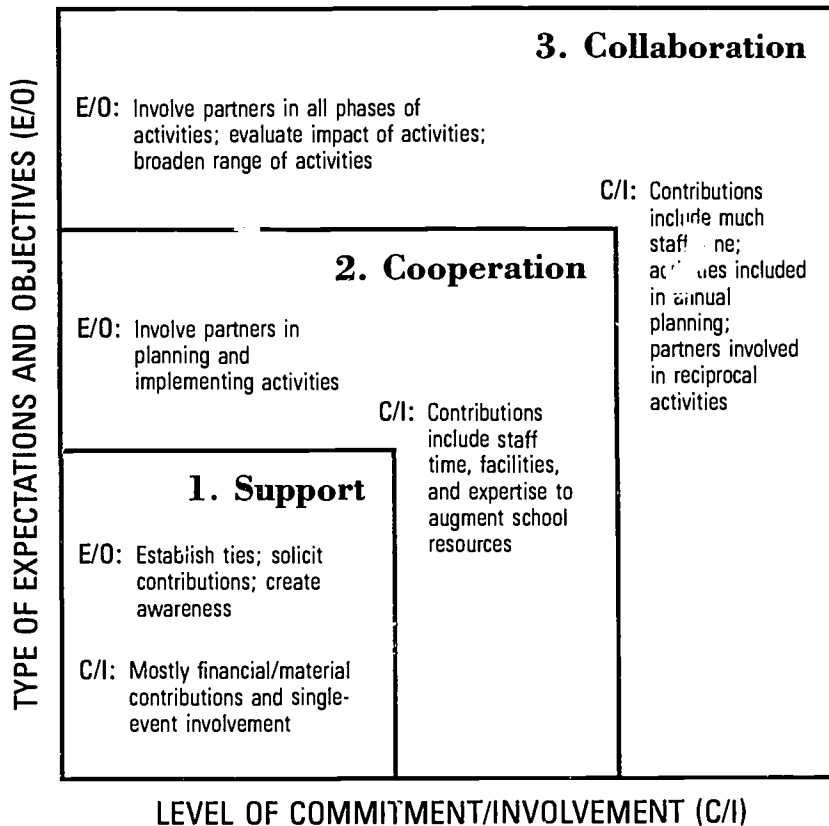
The Stages of Partnership Development Model

Based on our analysis of the numerous partnerships in the Northeast/Islands region, we have developed a planning model that portrays the developmental stages of partnerships (see Figure 1). This Stages of Partnership Development model describes three different levels of business involvement in education: Support, Cooperation, and Collaboration. Each stage is characterized by how it varies on the seven dimensions of:

- amount and type of resources
- type of activities

- participation in planning and decision making
- effectiveness of communication
- commitment and leadership from top management/administration
- “equality” of partners
- participation of staff.

FIGURE 1. THREE STAGES OF PARTNERSHIP DEVELOPMENT



Stages of Partnership Development model represents a conceptual framework for planning and evaluating partnerships. It recognizes that effective collaborative efforts that have deeply committed partners take much time, energy, and planning to establish and maintain. The model can serve as a tool to help partnership planners with two important tasks:

- assessing where their partnership is in the “life cycle” so they can better understand why things are the way they are, and
- making new plans or adjusting existing plans so that their objectives and expectations are consistent with the types of activities and outcomes one can typically expect when a partnership is in a particular stage.

The model is based on the following assumptions:

1. Effective partnerships are characterized by a high degree of collaborative planning, decision making, and resource sharing.
2. Collaboration differs from less complex relationships by the level of mutual involvement and commitment of the partners.
3. The objectives that partnership planners set for themselves should correspond to where in the developmental process they are. Similarly, expectations for commitment of resources, involvement of personnel, and effectiveness of specific activities should be assessed based on the overall stage of development of the partnership.

Each of the three stages — Support, Cooperation, and Collaboration — represents an increasingly more complex and demanding degree of collaboration. The stage of a partnership influences practical decisions, such as what goals are set, which activities get planned, and who does what. More importantly, the stage of development effects how successfully partners communicate ideas, make decisions, and implement plans.

Below we describe the general characteristics of each stage: Support, Cooperation, and Collaboration. The chart on pages 16 and 17 provides a detailed comparison of how each of the three stages varies along the seven dimensions listed above.

Stage 1: Support

In the Support stage, a school administrator or teacher actively

solicits contributions of various types from businesses. Often these are in the form of material and financial support. Most interactions between school and business people involve the exchange of information. At this point, the level of commitment and involvement on the part of business is low.

The school person's objectives at this stage are characterized by efforts to get businesses more involved in school activities and to establish better ties with the business community. Through requests for material and financial support, school people will identify candidates for greater involvement in the future. In this way school and business representatives begin a dialogue that hopefully will lay the groundwork for a more meaningful relationship.

Many relationships between schools and businesses never get beyond the Support stage. We do not consider such involvements "partnerships." However, partners often begin their relationship by planning activities that have a low level of risk, commitment, and coordination. It takes time to establish a mutual vision and working style. Successfully executing small-scale activities helps generate enthusiasm, create momentum, and solidify commitments. The Support stage represents a natural starting place from which partnerships evolve, often during several years, provided the active parties share realistic expectations.

Stage 2: Cooperation

The Cooperation stage is characterized by a greater degree of involvement, commitment, and mutuality than is found in the Support stage. The partners are relatively "separate but unequal," with the school partner usually on the receiving end of the relationship.

At this stage there is significant input from business partners in accomplishing the objectives set for the partnership. A partnership team or committee, representing all partners and including staff from all organizational levels, serves as the management structure for identifying areas of cooperation and planning activities. Some business employees and managers are responsible for a high level of participation, since they are usually directly involved in implementing activities such as mentoring programs, job training, or teacher internships. At this level, the business partner is contributing staff time that requires approval and commitment from upper management.

Most of the partnerships we examined are in the Cooperation stage.

FIGURE 2.

HOW STAGES VARY

Dimensions	Stage 1: Support
AMOUNT AND TYPE OF RESOURCES	Resources usually consist of financial support for equipment, uniforms, awards, etc.
TYPE OF ACTIVITIES	Partnership activities involve short-term single events such as award nights.
PARTICIPATION IN PLANNING AND DECISION MAKING	Business minimally involved; representatives may serve an advisory role; educators request support for activities through departments such as Corporate Giving, Community Relations, or Sales and Marketing.
EFFECTIVENESS OF COMMUNICATION	Infrequent direct communication at executive level; communication occurs through representative from particular department within company (e.g., sales) and a program coordinator, principal, or teacher.
COMMITMENT/LEADERSHIP FROM TOP MANAGEMENT/ADMINISTRATION	Little demonstrable leadership, especially from business partner; commitment characterized by giving administrative approval for activities and resources.
"EQUALITY" OF PARTNERS	Business plays role of philanthropist, with school seen as "poor relation"; schools almost exclusively on the receiving end.
STAFF PARTICIPATION	Few staff involved—one or two teachers or an administrator, with a few employees/managers from business; rewards and incentives for those involved are not compelling.

BY KEY DIMENSIONS

Stage 2: Cooperation	Stage 3: Collaboration
<p>Wide range of human, financial, and physical resources for specific activities.</p> <p>Activities provide students and teachers with new or additional experience (e.g., training, fellowships, shadowing); business employees actually involved in activities (e.g., executives-on-loan, mentor programs, use of facilities).</p> <p>One or more business representatives involved in most planning and decision making; partners also share responsibility for evaluating partnership; management structure allows for some autonomy of team in planning specific activities.</p> <p>Regular communication occurs and is concentrated between the primary contacts designated by the cooperating organizations; within organizations, participants share information across all levels.</p> <p>Superintendent involved and may participate in planning and decision making; chief administrators publicize partnership activity and promote support of partnership to school board or executive staff.</p> <p>Schools are the recipients of most benefits, but business employees experience personal satisfaction; partners share in coordination, planning, and implementation of activities.</p> <p>Staff involved at various levels, with a partnership coordinator/liaison overseeing activities and having primary responsibility.</p>	<p>Long-range (1–2 year) commitments from managers and staff from both partners working on fairly large-scale projects.</p> <p>Activities longer-term, larger-scale (e.g., curriculum development); education partners engaged in activities designed to meet need of business partner (e.g., basic skills remediation).</p> <p>Team members share all planning and decision-making responsibilities; team has considerable autonomy in setting agenda and goals, operating with little direct oversight from administrators/supervisors.</p> <p>Many levels of communication are established; frequent interactions at all levels across both partner organizations occur formally and informally.</p> <p>In addition to active support and involvement, leaders demonstrate through example a commitment to collaboration.</p> <p>Partners share strong feeling of equality in involvement and responsibility; function as problem-solving team.</p> <p>Staff from all levels involved; several projects may occur simultaneously; members demonstrate commitment by contributing time and human resources; team members have vested interest and can initiate activities independent of team.</p>

The efforts of these partnerships are mutually decided, with a shared understanding of needs to be addressed. In many cases the short-term benefits are almost all the schools'. Business partners may experience less tangible rewards, such as employee satisfaction with their involvement with students. The business partner has made a commitment to the partnership, assuming that there will be longer-term outcomes, such as a better prepared pool of potential employees.

Stage 3: Collaboration

A partnership in the Collaboration stage assumes a life of its own in many ways. The partnership team now operates with a set of its own group dynamics. The bond that develops among individuals who work well together over time helps create a semi-autonomous working unit, which functions across organizational boundaries. The partnership team shares its own vision, sense of purpose, motivation, policies, and procedures.

At this stage, the partnership team takes on most of the responsibility for planning and decision making. It is an established entity, with a legitimate mission and a solid structure. Members and activities may change, but the partnership infrastructure remains. The partnership has become a stable component of school improvement activity within the district. The business partner views it as a successful mechanism for supporting and contributing to education.

Additionally, participants have conceived of ways for the school-based members of the team to contribute more tangibly to the needs of the business partner. Teachers may be employed during the summer as curriculum developers or basic skills instructors. The school band may travel to the business facility and perform afternoon concerts. The physical education staff may develop an aerobics program for business employees. The need to reciprocate gets stronger the longer partners work together.

Besides establishing objectives that address the desire to reciprocate in concrete ways, the planning team usually sets as a goal the broadening of the partnership activities. Expanding to include more schools, districts, or even social service organizations and colleges within the existing infrastructure is one way for a partnership to continue its evolution. This expansion and evolution signal that a partnership has reached the hallmark of collaboration and mutuality.

Resources for Collaboration

Readers may find the following resources helpful in exploring the nature of organizational collaboration:

1. De Voise, Wynn. "Collaboration: Some Principles of Bridge-work." *Educational Leadership*, February 1986, pp. 9-12.
2. Hord, Shirley M. "A Synthesis of Research on Organizational Collaboration." *Educational Leadership*, February 1986, pp. 22-26.
3. Intriligator, B. A. "Evaluating Inter-Organizational Relationships." Paper presented at the annual meeting of the American Educational Research Association, Montreal, 1983.
4. Lieberman, Ann. "Collaborative Work." *Educational Leadership*, February 1986, pp. 4-8.
5. Schaffer, E.C., and Bryant, W.C. "Structures and Processes for Effective Collaboration Among Local Schools, Colleges, and Universities: A Collaborative Project of Kannapolis City Schools." University of North Carolina-Charlotte, 1983.

III.

How to Form Partnerships for School Improvement

School improvement can be characterized as the pursuit of any goal that benefits students and focuses on “permanent” change in the classroom or school building. In *An Action Guide to School Improvement*, authors Susan Loucks-Horsley and Leslie F. Hergert stress that “solving persistent problems and increasing the capacity to attack future ones is what school improvement is all about.”¹

Through research and experience, we have identified several characteristics of improvement efforts that contribute to their success:

- Improvement efforts recognize the unique strengths and needs of individual schools within a district, and so focus on building-level improvement, as opposed to the entire district.
- Improvement efforts aim at effecting changes that are lasting and that become incorporated into the policies, programs, and practices of the school.
- Improvement efforts begin with an assessment that determines the key needs of the school and its receptiveness to change.
- Improvement efforts are planned based on the results of the assessment and include clear and measurable goals and priorities.
- Improvement efforts are managed by a team representing the people affected by the efforts that plans activities and coordinates their implementation and monitoring.

- Improvement efforts are monitored and evaluated to ensure that activities are directed at established goals and that the goals are compatible with the overall policies and practices of the school.

Partnerships offer school improvement planners a particular structure for targeting key areas for improvement such as curriculum reform and staff development. A successful partnership can achieve its improvement goals by actively engaging business people in the school improvement planning and implementation process.

In this chapter, we describe eight steps for developing effective partnerships. The eight steps are

1. Make Contact with Potential Partners
2. Involve a Team of Planners and Doers
3. Integrate Your Partnership with Other Improvement Efforts
4. Develop an Action Plan
5. Implement the Plan
6. Maintain the Partnership
7. Evaluate Your Success
8. Expand Partnership Activity

1. Make Contact with Potential Partners

Most partnerships develop through the initiative of one person, such as the school superintendent or a middle or upper manager of a company. It is vital that the initiator begin forming a personal relationship with his or her counterpart. Building trust and understanding between the initiators of the partnership is key to its long-term success.

In many communities, there is already a history of support for schools from the business sector, and business leaders and school administrators know each other well enough to initiate conversations about partnerships. In the event that school officials interested in exploring the partnership idea have no personal contacts in the business community or are uncertain how to approach a business representative, there are a few steps we can suggest:

Identify area businesses and facilities that might be interested in becoming a partner. Begin by collecting information about the attitude of the business community toward the partnership concept and working with the schools in general. The best source of this information is your area Chamber of Commerce. Identify key

managers of human resources, community relations, and sales departments who have a reputation for their interest in education. Attempting to acquire a business “mentor” or advocate, perhaps a retired executive, is one strategy that has been helpful to some partnership efforts.

Third party liaisons can be of invaluable assistance. Many exemplary partnerships have been started with the help of Chambers of Commerce, Private Industry Councils, and universities. These organizations are often involved with both educators and business people. Determine if these organizations have education committees or staff designated to work on efforts to connect the community’s public and private interests.

Make contact with the business people you’ve identified. But first, give careful thought to the kind of involvement you are seeking. Although the level of commitment, particularly at the first stage of a partnership, is negotiable, you should be clear as to why you think a partnership will help the school and its students.

Some school districts prepare brief information packets about the district’s goals for school improvement and community collaboration. This is a good place to outline what the schools believe they can gain and give in a partnership with business. Other schools have invited potential partners to a “recruitment night,” where business people can meet school people and learn what partnership activities the educators would like to pursue.

Seek appropriate executive support. The partnership must have the support of both business and school leaders from the beginning. The individuals who form the initial relationship must have approval from the appropriate level of management. As the partnership develops, the need for involvement of top-level management increases, but in the initial Support stage keeping top executives apprised of plans and accomplishments may suffice.

2. Involve a Team of Planners and Doers

Once there is some understanding of how the business and school might work together and for what purpose, and the relationship has the go-ahead from management, the initiators should involve other people in planning their joint efforts.

Designate a key contact person from each partner organization. These contact people must formally assume the responsibilities of coordinators. They will spend a substantial part of their work time developing and maintaining the partnership. As the partnership matures, the role and responsibilities of the coordinators will change. In the early stages, the coordinators will initiate and direct much of the planning and activity. As the partnership progresses, the direct involvement of the coordinators will diminish. When partnerships reach a collaborative stage, coordinators often take on the challenge of expanding the partnership or initiating new partnerships.

Recruit interested representatives from the school and business organizations for a team. In addition to the coordinators, most successful partnerships are supported by a team of individuals from the business, the school, and sometimes the community. Partnership planning that relies on many constituents to establish goals and priorities increases the likelihood of success and support.

Include people who will be affected by the partnership activities, such as teachers, and even students. Define the roles of team members, specifying who will be advisors, planners, doers, etc. Keep in mind that the earlier people are involved in developing the partnership, the greater their energy, enthusiasm, and commitment will be. A dedicated team is crucial for accomplishing ambitious goals.

3. Integrate Your Partnership with Other Improvement Efforts

As emphasized earlier, partnerships are only one strategy to achieve positive change in schools. Sometimes partnerships are the impetus for developing a total school improvement plan. Other times partnerships are just one of many improvement activities going on in a school or district. In either case, partnership planners should strive to integrate their plans with existing improvement efforts.

Plan partnership activities that complement other initiatives and that do not compete too seriously for resources. By setting goals that are consistent with stated school improvement priorities, partnership planners help build the necessary support and commit-

ment of school personnel and enhance a partnership's credibility.

Include members of the improvement planning team on the partnership team. Shared membership ensures that ideas and plans get communicated and improves coordination of efforts. Sometimes the partnership team and the school improvement task force are one and the same. Recognizing the difficulty involved in serving on too many committees, the partnership team can choose one person to serve as liaison to the school improvement planners. Written updates serve as useful tools for sharing progress. The partnership team can be designated as a subcommittee of the improvement team.

Set objectives that are consistent with other improvement efforts. Partnerships can have their greatest impact when they are designed to improve specific areas, such as:

- the school building (physical plant)
- curriculum
- administrative leadership
- teacher performance
- student outcomes.

Individual partnerships may include activities that provide immediate, short-term benefits, but the far-reaching benefits of improving public education are more satisfying results for schools, business, and the community.

4. Develop an Action Plan

The partnership coordinators should work with the planning team to formulate a plan of action that establishes what the partnership hopes to accomplish.

Strive to capture the intent, spirit, and desired outcomes of both partners. Each partnership plan is unique and should state mutually agreed upon goals, list specific activities, and include steps for implementing each activity. It is important that the planning team remain flexible enough to respond to unexpected changes and opportunities. Even plans that are thoughtfully prepared usually have to be revised once they are put into effect.

Consider including the following components in your plan:

1. *A formal statement of the philosophy behind the partnership effort.* Successful partners share a vision of what they want their partnership to be and why they are committed to it. Pledging commitment at the beginning of the plan can establish a climate for a positive relationship.
2. *Goals of the partnership.* These goals are mutually agreed upon outcomes for the partnership activities. They focus primarily on students, and perhaps on the school and the community at large. Keep the goals to a few high-priority areas — one to three goals is enough.
3. *Outcomes and benefits for each partner.* Here the partners can spell out what each expects from the relationship. Sometimes the anticipated outcomes for each partner will be different (e.g., jobs for students, summer help for the business partner). As long as the broader goals are clear and desired by both, it is fine to include separate advantages expected by each.
4. *The specific activities of the partnership.* Early meetings and conversations between the partnership initiators, school and business team coordinators, and team members will produce ideas for specific activities designed to achieve stated goals. In the first year, it is advisable to focus on programs and activities that:
 - relate to the goals of the partnership and expected benefits of both partners;
 - have the greatest potential for success;
 - reflect the interest and capabilities of the partners; and
 - are realistic to accomplish given that partnering may be new to many people involved.

As excited as you may be about the partnership, you should not expect to accomplish lofty goals in the first year. As characterized in the Stages of Development model, most partnerships take several years to grow from a supportive relationship to a full-blown collaborative one.

Start small but think big. By that we mean start with a few specific activities and a small number of people who are likely to accomplish some good things. Save your grander dreams for future projects when the partnership expands to include more

people. Your early successes will build a foundation for more ambitious activities later on.

When designing the activities, keep in mind that you will be monitoring their progress throughout the year and evaluating their success at the end of the year. Therefore, describe the activities and their intended outcomes in a way that can be evaluated for their success.

5. *A schedule of the activities and designation of who will be responsible for carrying them out.* Plot on a calendar all the activities included in the plan. You may not know specific dates for events, such as career days or tutoring sessions, but identify the frequency of activities (e.g., one-hour tutoring sessions twice a week) and approximate dates and times.

Determine who will be responsible for each activity and who will be involved in it. The school and business coordinators are ultimately responsible for the day-to-day management of the activities. Every school or business person, parent, student, and volunteer should know what they are expected to contribute.

Some partnerships have formed work teams that are subgroups of the planning team or involve people not on the original team. These groups focus on specific activities or need areas. Often they submit a mini action plan that coordinates their work with that of the larger-scale partnership activities and the comprehensive school improvement plan.

A form like the one in Figure 3 can help the coordinators keep track of activities.

6. *Statement of contribution of resources.* For each activity, identify what resources will be contributed by each partner. List materials and equipment that are loaned or given for a specific activity, such as computers for a math lab, or paper, workbooks, and library resources for tutors.
7. *A kick-off event for the partnership.* Consider beginning the partnership activities with a “launching” that brings school and business people together. Introduce the audience to the specifics of the plan and encourage them to get involved in some way. Distribute a one-page description of the key points of the plan, the goals, major activities, and how they connect to the school-wide improvement plan to interested community members.
8. *Training and support for the staff and volunteers involved in the activities.* Depending on the kinds of activities defined in your

plan, the people involved in carrying them out may need training. This may be substantial training or just awareness about some aspect of the activities. Build a support system into the program regardless of the need for training. Think carefully about how everyone involved, not just the planning team, can have opportunities to talk to each other, share experiences and problems, and be recognized for accomplishments along the way.

FIGURE 3. PARTNERSHIP PLAN BETWEEN
LINCOLN SCHOOL AND DMG, INC.

Major Purpose: To encourage students, particularly minority students and young girls, to consider science as a career.		
Activity	When	Who Responsible
1. Conduct a technology and science fair for all students. Show how DMG jobs relate to curriculum, with emphasis on minority role models.	3rd week of September	DMG employees and Lincoln teachers will plan and organize, led by partnership coordinator L.T.
2. Develop real world examples of technology/science use to infuse into curriculum.	By January 1	S.P. of DMG and J.P. of Lincoln will co-chair Curriculum Planning Committee.
3. Provide internship opportunities for teachers to be trained in technology/science applications.	Summer	S.P. will arrange internships.

5. Implement the Plan

If your planning has gone well, you should feel relatively confident that you have:

- the commitment of the partners
- able coordinators and an excited and well-prepared team
- a clear idea of what you want to accomplish
- the support needed to proceed
- a schedule to carry you through the first year.

Once the activities begin (possibly coordinated with a new semester of the school year), the partnership will begin to develop a momentum of its own.

Most teams experience some period where there seem to be more bumps in the road than smooth going. The coordinators need to recognize the developmental nature of the relationship. The coordinators might need to play the parts of group facilitators, meeting managers, and cheer leaders.

Allow time for members to establish themselves, both personally and as representatives of their respective organizations.

The team may initially function with some awkwardness. The more that can be done to clarify roles and reduce interpersonal uneasiness, the sooner the team will start to function effectively. Some partnership teams build in time for members to socialize during the first few meetings. Others arrange informal tours of members' work sites. Conducting meetings at different locations is another way for team members to build a shared experience base that can help strengthen the team. Asking representatives from different organizations to share responsibility for a certain task, such as recruiting volunteers, helps nurture personal relationships and build "team spirit."

6. Maintain the Partnership

Keep the lines of communication open. Establish a process in which all team members can discuss how things are going. Meet regularly to review progress and resolve conflicts as they arise. Also, make use of indirect methods of communication, such as notes, phone calls, written updates, and minutes from meetings. Adjust-

ments and refinements in the plan should be made as needs become apparent. Ongoing monitoring of the activities and outcomes should tell you if the efforts are on target. Don't forget to keep school and business officials informed.

Pay attention to public relations. Public relations will increase in importance as the partnership develops. Document activities and consider publicizing them through public information pieces, such as brochures, newspaper articles, and ceremonies. As your partnership grows and confidence in the relationship is enhanced, you will want to capitalize on opportunities to present your progress to the community.

7. Evaluate Your Success

Monitor your success on an ongoing basis. The key to constructive evaluation is understanding that its purpose is to help you plan for future successes, not to document things that did not go well. Check the planned activities to see if they are working out and listen to what those involved in the partnership have to say. Having to reshape some activities or timelines is to be expected. Keep in mind that some new activities take time to show success. Do not be too quick to abandon well-conceived efforts at the first sign of problems.

At the end of the first year, and before finalizing plans for the next, carefully and thoroughly evaluate the program and the partnership. Refer to the plan for your original anticipated outcomes. Look for both quantitative and qualitative indicators of progress.

Examples of quantitative indicators that have been used by some partnerships are the number of volunteers and students involved, the rate of improvement in student and teacher attendance, and the number of curriculum supplements produced.

Some partnerships obtain qualitative information by asking these kinds of questions:

- Were the expectations and goals stated in the plan met?
- Were the material resources used effectively?
- Did the roles and responsibilities of those involved work constructively toward meeting the goals?
- How did the coordinators and planning team arrangement work out? Was there effective communication?

- What did we do best?
- What could we have done better and how?
- Did people's attitudes improve?
- Was all the effort worth it for both partners?
- What would we like to change for next year?

A set of "evaluation check points" and questions like those above will assist you in evaluating the progress of your partnership.

8. Expand Partnership Activity

As you are ready, expand your partnership by including new partners, taking on more ambitious activities, and involving the entire community through public relations. The results of your evaluation should help you plan for subsequent years. (Refer to the previous chapter on stages of partnership development for guidance on what factors to consider before moving into a more complex phase of your partnership.)

As a partnership moves into its second or third year, one of the most important goals for planners is working to make it a permanent part of the school and business. Institutionalizing the partnership means that it becomes an integral part of the school's and business's planning process and ensures that, even if the coordination of activities changes hands, the partnership will maintain its structure and momentum.

Careful planning and monitoring during the first stages of the partnership should lead to a receptive climate for its continuation. Eventually, partnership responsibilities should be included in employees' job descriptions. Policies and procedures to support the partnership on a district- or communitywide basis should be established.

As partnerships become more elaborate, some have included activities, such as:

- developing an audiovisual presentation for community groups and for other schools and businesses
- fund raising specifically for partnership activities
- involving a third-party liaison, if one was not already engaged

- using inservice days in the school for partnership meetings and activities
- encouraging teachers to attend conferences and courses that relate to partnership formation and continuation.

Most partnerships start small. As partnerships develop, they need tremendous commitment to make them work. If the effort is to produce benefits for all partners and have a long-term impact on the school, representatives from the partner organizations will have to maintain a positive working relationship to achieve their mutual goals. The goals can be reached by combining hefty doses of planning, patience, perseverance, and public relations.

Resources for School Improvement Partnerships

Many publications offer practical suggestions for school improvement based on research. Readers may find the following publications particularly useful.

1. *Achieving Excellence*. Mid-Continent Regional Educational Laboratory, Kansas City, MO, 1986.
2. Loucks-Horsley, S., and Hergert, Leslie F. *An Action Guide to School Improvement*. Association of Supervision and Curriculum Development and The NETWORK, Inc., Alexandria, VA, and Andover, MA, 1985.
3. *Implementing School Improvement Plans: A Directory of Research-Based Tools*. The Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA (in press).
4. Kyle, Regina M.J. (Editor). *Reaching for Excellence: An Effective Schools Sourcebook*. National Institute of Education, Washington, DC, 1985.
5. Mace-Matluck, Betty J. *Research-Based Tools for Bringing About Successful School Improvement*. Southwest Educational Development Laboratory, Austin, TX, 1986.
6. Diandra, Marcella R. *The Superintendent's Can-Do Guide to School Improvement*. Council for Educational Development and Research, Washington, DC, 1984.

IV. Partnership Activity in the Northeast/Islands Region

From our examination of partnership activity in the region, we have seen a variety of needs addressed, industries involved, and structures created to support business involvement with education. While most partnerships serve urban areas, efforts to establish partnerships are underway in rural areas as well. Corporations are the typical partners but partnerships with small businesses are growing in number. In many cases, partnerships involve multiple partners representing a variety of organizations and industries.

Most partnerships initially involve a one-to-one relationship between a school and a local business/facility. These arrangements often have expanded to include the entire district and numerous businesses. In some cases, multiple districts have forged partnerships with businesses, forming a structure to address a variety of issues. At the most sophisticated level, partnerships involve many sectors of the community and strive to achieve the ideal of schools as a community's best resource.

Organizations and associations that represent the private sector are increasingly including "support of schools" on their agendas. The Connecticut Business and Industry Association's Educational Foundation, the New Hampshire Business and Industry Association, and the New York State Business Council are all planning and supporting activities designed to enhance business participation in local school improvement efforts.

Chambers of Commerce have been instrumental in initiating discussions, plans, and actual matching of schools and businesses. For example, in 1983 the Greater Worcester Chamber matched schools

with local businesses. Many enduring partnerships resulted from this experiment. Chambers are becoming increasingly more involved in a variety of coordination and linkage activities. Private Industry Councils (PICs) in many cities, formed to link businesses with disadvantaged youth through the Joint Training and Partnership Act (JTPA), have begun extending their linkage and brokering function. The Boston PIC has been an instrumental partner in the Boston Compact, working closely with school and business leaders to place high school graduates in summer jobs. Other communities, such as Hartford, Connecticut, are attempting to adopt the Compact's comprehensive approach to youth employment.

State Departments of Education in several states have sponsored conferences, produced publications, and initiated activities to support partnerships. In Connecticut the focus has been on encouraging local adaptation of successful Adopt-A-School models. Several publications and conferences in Massachusetts have contributed to a high level of interest and numerous successful partnerships. The New York Board of Regents and State Education Department have launched an initiative to foster school/community partnerships. The Rhode Island Department of Education recently awarded a contract to the Providence Chamber of Commerce to identify and describe partnerships throughout the state. In Vermont, the recent "Governor's Conference on Schools and Communities" emphasized the importance of partnerships between schools and the communities they serve.

The following section includes profiles of 14 partnerships from the Northeast region. We have profiled these partnerships to provide concrete examples of successful collaborative school improvement efforts. The partnerships included vary by setting, structure, focus, and approach. What they share is a commitment to involving business and industry in the struggle to improve education.

The partnerships profiled in this section are noteworthy because they have achieved a high level of collaborative planning and resource sharing. They conduct a variety of activities aimed at strengthening the capacity of the schools to provide students with meaningful educational experiences. They recognize the positive role that the private sector can play in preparing students for life out of school. And they strive to involve the community at-large in educating students for productive lives.

In addition, we have included a listing of other partnerships in the region. This list is a representative sample of some of the other partnerships that staff from The Regional Lab identified in preparation of the book. Readers may want to contact colleagues who are involved in the partnerships listed here.

FIGURE 4. PARTNERSHIP PROFILES

State	Title	Setting
CT	Norwalk Adopt-A-School Program	Urban, Suburban
	Saturday Academy	Urban
ME	Business-Education Partnership Project	Rural
MA	The Boston Plan for Excellence in the Public Schools	Urban
	The Center for School-Business Initiatives	Urban
	The Living Math Lab	Urban
NH	Corporate Council for Critical Skills	Suburban, Rural
NY	Community-Based Vocational Experience Program	Suburban, Rural
	Harrison Radiator-BOCES Cooperative Work Experience for College Bound Students	Urban, Suburban, Rural
	Join-A-School Program	Urban
	New York City Partnership, Inc., Summer Jobs Program	Urban
	Rochester Area Career Education Council	Urban
RI	Providence Adopt-A-School Program	Urban
VT	IBM Business-Education Partnership	Rural, Suburban

State: Connecticut

Title: Norwalk Adopt-A-School Program

Setting: Urban, Suburban

Partners:

Secondary and elementary schools in Norwalk and 45 local small, medium, and large corporations and nonprofit organizations.

Purpose:

The purpose of the Norwalk Adopt-A-School Program is to strengthen the educational process. Businesses share their knowledge and expertise in the classroom in order to increase resources and opportunities for teachers and students, to prepare future employees and citizens of the community, and to improve their companies' images.

History:

In 1983, the Norwalk director of public affairs approached five "community-spirited" companies and asked them to adopt a department in the high school that matched their interests. Initially, companies donated equipment and provided tours, speakers, and shadowing experience. Publicizing activities through the media snowballed interest among other companies and teachers. The number of companies involved grew from 5 to 45 and the Norwalk Adopt-A-School Program is now the largest program of its kind in the state.

Activities and Outcomes:

The businesses have helped update curriculum in science, English, math, business education, home economics, and vocational education. Companies also provide summer internships, scholarships and contests, and a new student mentoring system. Teachers attend high tech workshops with released time from schools and develop training programs for industry. Outcomes include increased business support for the school budget at municipal hearings and backing for a new "Fund for Excellence" for teachers.

Management:

An Adopt-A-School director coordinates all activities. She approaches business to explore involvement, meets with teachers and department chairs to identify needs and possible activities, publicizes activities, and speaks at luncheons and meetings. Each project has a designated liaison from the participating school and the business. In a step-by-step process, the needs of the school are determined by the Adopt-A-School director and teachers involved. The partners identify their common resources and needs and then establish timelines for achieving mutual goals.

Contact:

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State: Connecticut

Title: Saturday Academy

Setting: Urban

Partners:

Hartford Public Schools and the Aetna Institute for Corporate Education.

Purpose:

The Saturday Academy is an educational enrichment program for inner-city students who are at grade level in reading and math, and who are highly motivated. The Academy requires that parents actively participate in project activities.

History:

The Academy grew from the recommendations of a community-based education committee comprised of community leaders and professionals. In 1983, the committee recommended that an enrichment program emphasizing math, science, and communication skills would benefit middle school students. The committee also recommended that the program incorporate active parent involvement.

Aetna and school staff spent close to a year planning the teacher and student selection process, developing the curriculum, and organizing institutional support. The Academy commenced activity in the Fall of 1984, and has continued since then.

Activities and Outcomes:

The Academy curriculum concentrates on math, science, oral and written communication, and computer literacy. Many activities are hands on and promote cooperative learning and experimentation. The curriculum strives to integrate content areas (e.g., science and math) and computer and academic skills (e.g., writing with computers). Parents of each child agree to attend at least four of the nine sessions, taking part in field trips, workshops, and adult education classes.

Interviews and observations conducted during the '84-85 school year attested to the perceived success of the Academy's activities.

Student interest was sustained throughout the course. Apparent progress was evident through student familiarity with scientific and mathematical concepts, ability to accomplish computer programming activities, and effective oral presentations. Parents and students expressed regret at the end of their involvement. Virtually all participants indicated that the program exceeded their expectations. Teachers praised the program, especially the parent involvement, and the support of the Aetna staff.

Management:

The community-based education committee reconstituted itself as the Academy's Advisory Committee. The Committee participated actively in the planning of the Academy during the year prior to implementation.

Each partner designated a liaison to actively participate in the development and implementation of the Saturday Academy: a manager from Aetna, who was appointed the director, and a middle school guidance counselor. Several additional Aetna staff were involved.

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State: Maine

Title: Business-Education Partnership Project

Setting: Rural

Partners:

Maine School Administrative District #58 (Avon, Kingfield, Phillips, Stratton, and Strong elementary schools, and Mt. Abram High School) with several local small businesses.

Purpose:

The purposes of this partnership are to (1) define for the students the skills and attitudes necessary to be a successful small business person, a contributing member of the local business community and/or a productive member of the local community, and (2) develop a curriculum to teach skills in decision making, goal setting, planning, and risk taking, thus increasing student self-confidence and aspirations.

History:

This partnership was begun after a volunteer coordinator investigated school-business partnerships nationally and collected information from businesses in northern Franklin County. The superintendent of schools assisted in putting together the plan.

Activities and Outcomes:

The major activities of the Business-Education Partnership project are curriculum development, school volunteer participation, and creation of an advisory board of school, business, and community members to serve as a sounding board for the project. The intended outcome is a model for school-business partnerships that other rural communities can emulate and adopt. The partnership would like to play a dissemination role.

The skills defined by the educators and business people are analyzed, defined, understood, and then turned into a curriculum that serves student needs in this economically depressed area. The curriculum increases students' knowledge of the world of work, their self-image, and their skills in setting goals and making appropriate

decisions for themselves. The business community gains self-knowledge about success at work, establishes communication with education and other business, learns from shared resources, and develops a mechanism for exercising its social conscience constructively.

Management:

The partnership is managed by a task force of high school teachers, administrators, students, recent alumni, parents, and business people who plan, set goals, direct, publicize, and evaluate the project as a whole. An advisory board of representatives from all involved groups guides the efforts of the task force.

Contacts:

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State: Massachusetts

Title: The Boston Plan for Excellence in the Public Schools

Setting: Urban

Partners:

This is a partnership between the Boston Public Schools and the Bank of Boston, John Hancock Insurance, New England Mutual Life, and the Bank of New England, all headquartered in Boston.

Purpose:

The major purposes of The Plan are: to encourage development of educational initiatives that address concerns such as basic skill development, computer literacy, performing arts, and multicultural education; to provide staff development opportunities for teachers through fellowships; to provide financial aid and support for students continuing on to higher education; and to provide recreational and academic support for middle schools.

History:

The partnership has established a permanent endowment fund for public school improvement in the city of Boston. The Bank of Boston started the partnership in 1983 with its School Initiatives Grant Program; other businesses followed with contributions for specific programs. The businesses became involved to combat the declining political and financial support for public education, which they realized was exacerbating already critical problems in urban areas such as Boston. The Boston Compact, which has promoted partnerships on the high school level since 1982, helped establish a climate for this kind of intense involvement in Boston schools by the city's businesses.

Activities and Outcomes:

There are four distinct programs that have been initiated through The Plan. The School Initiatives Grant Program makes funds available to individual schools through a granting procedure that occurs roughly twice a year. The other programs are New England's Teacher Fellowship Program, which offers staff development opportunities;

ACCESS (housed in the Higher Education Information Center), which provides “last dollar” scholarships to high school students; and the Academic, Recreational Middle Schools Program, which provides academic and recreational support.

Management:

The Plan is administratively supported by the Boston Foundation with some administrative assistance from the central office of the Boston Public Schools. An independent board of trustees has been established to oversee the program. It is made up of representatives from education, business, and the community.

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State: Massachusetts

Title: The Center for School-Business Initiatives

Setting: Urban

Partners:

The Center's programs involve a number of partnerships that include the Worcester Public Schools, 20 additional districts in the Greater Worcester area, the Worcester Chamber of Commerce, several colleges, and more than 50 area businesses.

Purpose:

The Center operates programs whose aim is to maximize the benefits of public-private cooperation for the betterment of education. The Center provides resources and develops programs that enhance the quality of education while addressing the concerns of business people, educators, and the general community.

History:

The Center began in June 1985 when three existing programs, The Center for Business Information, the Worcester Area Chamber of Commerce Business-Partnership Committee, and the Mini-Grants for Worcester Area Teachers, merged. The Center is an organization that acts as a catalyst for cooperation between the private and public sectors that focuses on school improvement initiatives and mutual benefits to each partner.

Activities and Outcomes:

The Center operates eight programs, all of which support and benefit public education. They are: 1) the Central Massachusetts Principals' Center that provides leadership development activities for principals; 2) a mini-grants program that provides small grants to teachers for innovative ideas in the classroom; 3) an audiovisual library that has over 1200 films for teachers' use; 4) a newsletter called "Partnership" that covers local, regional, and national education developments; 5) the School-Business Partnerships in the City of Worcester and Worcester County that brings schools and businesses together on

cooperative programs; 6) a school-community communications project that provides public relations training for school administrators; 7) educational leadership forums that involve meetings of top school and business leaders; 8) and a speakers bureau.

Management:

A 24-member board of directors, made up of representatives from business, education, service organizations, and the community, oversees the Center. The operation of the Center is managed by the executive vice president, with a seven-member staff coordinating program activities.

Contacts:

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State: Massachusetts

Title: The Living Math Lab

Setting: Urban

Partners:

This is a partnership between the William N. Duberry Elementary School and Digital Equipment Corporation (DEC), both located in Springfield, Massachusetts.

Purpose:

The purpose of The Math Lab is to improve the attitudes of fourth grade students toward mathematics and to help these youngsters understand the relevancy of math in real work situations. It is hoped that the attainment of these goals will also lead to improvement in math achievement. There has been a marked increase in the positive attitudes of the students, as documented in formal evaluations. Thus far there has been no great increase in math scores, but that kind of change is often evident only after several years of tracking.

History:

This partnership began in the spring of 1984 through the diligent efforts of the principal of the Duberry School and the plant manager at DEC. DEC was interested in having a positive impact on children in the inner city area and in ensuring better educated consumers and employees.

The principal and the plant manager discussed their needs and desires and how they might be addressed through a partnership relationship. Thus was born the concept for The Living Math Lab. A steering committee, established with the help of a professor from the University of Massachusetts at Amherst, developed a detailed plan for implementing the project.

Activities and Outcomes:

To begin the joint project, DEC purchased equipment to outfit The Lab. Then Duberry teachers and DEC employees volunteered time to develop a curriculum that would make use of the new computers. During the first summer of the project, teachers were paid by DEC

to teach its employees how to tutor the Duberry students in math, with particular emphasis on the newly developed curriculum that would enhance math instruction and guide students in their use of The Lab.

During the school year each DEC volunteer meets weekly with a student and works with him or her in the areas of money, metrics, time, standard measurement, and fractions. At the end of the year a math fair is held, and groups of students and volunteers exhibit their work.

The program has been such a success that it will be expanded to other grades, beginning with the third grade this year. The Duberry school has become known for its math program and as a result has become a magnet school in math.

Management:

The steering committee still meets periodically to guide the project and to coordinate its activities. Its members include several teachers, several DEC employees, the school's supervisor of math, the school's director of research, and the school's supervisor of volunteers.

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Bill Grayson
Manager of Documentation
Digital Equipment Corp.
1 Federal Street
Springfield, MA 01105
(413) 788-2111

State: New Hampshire

Title: Corporate Council for Critical Skills (CCCS)

Setting: Rural, Suburban, Urban

Partners:

Over 35 school districts throughout the state, including Keene, Farmington, Hanover, Lebanon, Nashua, and Peterborough, and several businesses, including Sanders Associates, Hitchiner Manufacturing, Digital Equipment Corporation, Millipore, and Markham Industries.

Purpose:

The purpose of CCCS is to develop programs and materials that will help upgrade students' critical skills, particularly those related to employment in high technology and management areas. Skill areas include organization, management, independent learning, documentation, cooperation, creativity, decision making, problem solving, and communication. Activities and materials target mostly senior high science and math teachers/students, but are applicable to other grades and subject areas.

History:

The Council, which is made up of representatives from business and education (public and higher), was incorporated in 1981. It was initiated by a group of business people and educators who were interested in developing critical skills training in schools. The New Hampshire Department of Education lent its support by participating in the early stages. The University of New Hampshire's Education Department was involved in a summer training program.

A teacher from Keene did most of the initial curriculum development work. He now directs the Council as a faculty member at Antioch/New England Graduate School, which has assumed responsibility for the summer training program.

Activities and Outcomes:

Curriculum materials have been developed to train teachers and for teachers to use in helping students develop critical skills. The

Council has organized and operated summer institutes for teachers, on-site district-level training, and follow-up technical assistance. To date, approximately 150 teachers have been trained throughout the state. Teams of students have participated in each of the summer institutes. The summer institute is a two-week immersion experience for teams or individual teachers. It has been completely turned over to Antioch/New England to plan and operate. Expansion into other New England states is planned for 1987.

Teachers who have been to the summer institute report major changes in their teaching styles, improvement in their morale and motivation, and better student performance in critical skill areas.

Management:

Antioch organizes and administers the summer institutes. Leadership of the other Council activities has not yet been decided.

Contacts:

Peter Eppig, Director of
Critical Skills Program
Antioch/New England
Graduate School
Roxbury Street
Keene, NH 03431
(603) 357-3122

Philip Faulkner, Jr.
Chairman, Board of the
Corporate Council
Vice President, Markham Corp.
150 Congress Street
Keene, NH 03431
(603) 352-1130

State: New York

Title: Community-Based Vocational Experience Program

Setting: Suburban, Rural

Partners:

The Cayuga-Onondaga Board of Cooperative Educational Services (BOCES), Skaneateles Central School Board of Education, Auburn/Cayuga County Chamber of Commerce, Skaneateles Chamber of Commerce, and over 30 local employers.

Purpose:

The purpose of this partnership is to prepare students with handicapping conditions for productive post-secondary vocational opportunities that may include full- or part-time work in community settings with nonhandicapped workers.

History:

In 1984, a school-initiated effort was launched to provide improved educational services for students with moderate to severe handicapping conditions. The educational institutions approached their respective Chambers of Commerce to discuss employment opportunities for students with significant handicapping conditions as one component of a comprehensive improvement plan. A consensus was reached that raising self and community expectations for these young adults was a worthwhile endeavor. Representatives of the Chambers agreed to endorse the program. Chamber contacts were used to promote the program among local employers. The program began in September 1985.

Activities and Outcomes:

The longitudinal program for students with moderate to severe handicapping conditions begins by having students engage in classroom jobs during their elementary years. They then have on-school-grounds jobs with nonhandicapped peers throughout the middle school years. These experiences, which are complemented by a balanced curriculum, are designed to develop good work habits and an understanding of the value of work in preparation for vocational

training. When the students reach high school they receive nonpaid work experiences that rotate each semester.

Students go to their job sites anywhere from one half-day to two and a half days per week. One to three students are placed with cooperating employers depending upon the size and routine of the business. School staff supervise and train the students with the input and guidance of the employers. Some students advance to a level where the cooperating employers supervise the students. Student performance is evaluated both formally and informally. Throughout the high school years these evaluations of real work experiences are used to assess students' vocational and related needs, interests, and strengths. When students near graduation efforts are coordinated with the Office of Vocational Rehabilitation and other adult service agencies to provide transitional services for post-school employment.

Although just beginning its second full year of operation, the outcomes of the program can already be seen. The goal of raising expectations can be noticed in the attitude and behaviors of the students as well as the employers. Several students have been offered part-time and summer jobs. Most notably, the first graduate of the program became employed in a local restaurant.

Management:

Decisions regarding student placements and training are made by educational teams, which include teachers and specialists, such as speech, occupational, or physical therapists. Typically, one team member serves as the primary liaison to a particular employer. Communication and planning takes place between the designated team member and the employer on an ongoing basis. The Chambers become more integrally involved at specific times during the year, such as when they provide information about new businesses or recognize the contributions of participating employers through the local newspapers.

Contacts:

Michael F. Giangreco, or
C. Albert Sabin
Department of Special Education
Cayuga-Onondaga BOCES
234 South Street
Auburn, NY 13021
(315) 253-0361

State: New York

Title: Harrison Radiator-BOCES Cooperative Work Experience for College Bound Students

Setting: Urban, Suburban, Rural

Partners:

School districts served by Orleans-Niagara Board of Cooperative Educational Services (BOCES) and Harrison Radiator.

Purpose:

This partnership provides on-the-job training for juniors and seniors in Orleans and Niagara counties who are interested in pursuing careers in engineering or business administration. Harrison can identify potential future employees, and students are able to identify areas of interest for future study.

History:

Patterned somewhat after a vocational training program in Ohio, Harrison management initiated the program by seeking a school system that would adjust its curriculum to accommodate student placement for full eight-hour shifts, instead of just half-days. Orleans-Niagara BOCES was willing to make these arrangements.

Activities and Outcomes:

With an increasingly competitive world market, Harrison officials strongly emphasize academics for students involved in the program. Through a screening process that begins each spring, an open house is held for all interested students and their parents. Student selection is based on academic record, technical proficiency, and extra-curricular involvement.

Students in the program alternate two-week periods of working full days at Harrison with two weeks of intensified academic courses at Lockport Senior High School. The two-week periods at Harrison consist primarily of training and of performing technical and/or management job tasks in each of five different plant operations. Students are also required to attend two one-hour seminars per week on topics

such as job-specific instruction and information regarding career development.

In order for students to maintain their academic standing at the high school, their class days are extended; they arrive an hour earlier than the regular students and stay an hour later. Each day they attend two-period classes in both math and science, one-and-a-half hour classes in English and social studies, and at least two electives. Even though the class schedule differs from the norm, their academic performance excels when compared with other students as measured by the State Regents examinations.

During each of the four semesters the students are involved in the program, they are assigned to a different aspect of plant operations, including: product engineering, manufacturing engineering, quality assurance, personnel management, and materials logistics. Most college engineering students do not decide on an area of specialty until their junior year, but many of the students in this program have developed a strong inclination by the time they enter college. Many students see this as a decided advantage of the program. In addition, the number of participating students receiving scholarships to engineering schools has increased.

Management:

A steering committee, composed of educators and plant managers, meets twice a year for evaluation and recommendations. Now in its third year, the program has undergone continued revision and improvement.

Contact:

Dr. Wayne D. Hughes
Assistant Superintendent for
Instruction
Orleans-Niagara BOCES
3181 Saunders Settlement Road
Sanborn, NY 14132
(716) 731-4176

State: New York

Title: Join-A-School Program

Setting: Urban

Partners:

Companies paired with New York City high schools, e.g., Martin Luther King H.S./American Can Company; William Cullen Bryant H.S./Equitable Life Assurance Society; Boys and Girls H.S./IBM; and John Jay H.S./Manufacturers Hanover Trust Company.

Purpose:

The purpose of the Join-A-School program is to create projects that will enhance the Chancellor's goals for the New York City school system. These goals are to effect significant improvement in student attendance, achievement, and "holding power." The program's long-range goal is to link each of the school system's 111 high schools with a private or public sector sponsor. The immediate objective is to create a minimum of ten new linkages each year. There are currently fifty Join-A-School linkages in place.

History:

Joseph Califano, Jr., former Secretary of Health, Education and Welfare, proposed the concept in a 1982 report. Former NYC public schools Chancellor Frank Macciarola shaped the idea to fit the system's needs. In January of 1983 Join-A-School started with five major New York City corporations matched with five high schools.

Activities and Outcomes:

The Director of the program solicits corporations to form partnerships. Companies or public sector institutions are also referred from within the New York City Public School System from Board of Education offices, principals, teachers, etc. Schools submit applications in order to obtain corporate sponsors. The Director evaluates these applications and matches corporations that have the resources that will fit the schools' needs. Once the pairing has taken place, the Coordinator of the Join-A-School office supports the linkages by

acting as a liaison between the program office, the school, and the business.

Each program implements activities designed to meet the specific needs of the individual school, and participating companies donate between \$15,000 and \$50,000 annually toward development of new projects related to career awareness, job training, improved attendance, extra-curricular activities, teacher support programs, and facility improvement.

The number of people involved from the corporation and school differs according to the partnership. There is joint planning for needs, resources, and services. On-loan executives offer advice and technical assistance.

Some specific programs have undergone evaluation. Outcomes include: improved student attendance and achievement in basic skills, increased awareness of the world of work, and improvement of the school environment through extra-curricular activities. Partners report a high degree of satisfaction with the partnership arrangement.

Management:

The program is managed by the Board of Education's Division of High Schools. There is a program staff consisting of a Director, Assistant Director, Coordinator, and Secretary. Memos of Understanding, differing for each partnership, are drawn up. They discuss the kinds of activities the partnership is expected to undertake as well as the responsibilities of both school and business or institution.

Each school and each business have a designee within the partnership. The principal often appoints a Join-A-School coordinator from the school; the business's designee also may not represent the upper level staff of the company. The Director of the Join-A-School program and her staff keep in contact with the executive offices of the business and school.

Contacts:

Nydia Ocasio-Gouraige
Director, Join-A-School Program
110 Livingston Street
Room 237M
Brooklyn, NY 11201
(718) 596-4362

State: New York

Title: New York City Partnership, Inc., Summer Jobs Program

Setting: Urban

Partners:

New York City Partnership, Inc., five public organizations (the City University of New York, the New York City Board of Education, the New York City Department of Employment, the New York State Department of Labor's Job Service, and the Private Industry Council), and a corporate partner designated as a "lead company."

Purpose:

The purpose of the Summer Jobs Campaign is to secure private sector jobs for 16- to 21-year-old economically disadvantaged youth.

History:

The New York City Partnership, Inc., Summer Jobs Program began in 1981 as the first step in a large effort to expand employment opportunities for youth in the five boroughs of New York City. The first year's campaign, chaired by New York Telephone, placed 9,276 youth in jobs. Subsequent campaigns have been led by Citibank, 15,789 (1982), Philip Morris, 19,798 (1983), The Daily News, 26,592 (1984), Metropolitan Life Insurance Company, 31,589 (1985), and Coopers and Lybrand, 36,239 (1986).

Management:

New York City Partnership, Inc., provides an operations director, who serves as a liaison between the lead company and the partnership and as Chair of the Summer Jobs Advisory Committee. The New York City Partnership, Inc., Summer Job Advisory Committee assists the lead company in planning and implementing the campaign.

Each year a different lead company takes responsibility for organizing the entire summer jobs campaign for that year. It provides a campaign strategy, a headquarters site, some staff, public relations, advertising, communications, marketing, and some job development activities. However, the majority of the job development is completed by the five public partners, who recruit youth for the program and

coordinate job placements using in-house staff. Staff is loaned from the lead company, other private sector organizations, and public agencies to support the headquarters operations.

Activities and Outcomes:

Each year the campaign sets a certain number of job placements as its goal. The campaign has joined forces with other organizations, including Chambers of Commerce, social agencies, community based organizations, advocacy groups like the NAACP, and youth employment organizations to develop jobs and place youth.

Through extensive mailings, on-loan executives recruit middle and large sized businesses to pledge jobs. They target growth industries, key areas of economic development, seasonal businesses, and industries particular to each borough. They also organize neighborhood walks throughout the five boroughs of New York City to recruit small, local businesses as well as local branches of large businesses.

Each year the lead company develops something special to aid in marketing the campaign. Examples have been the making of video tapes that prepare youth for being employed, automated slide shows placed in public locations, and a computerized job tracking system.

In five years, the campaign has placed over 130,000 young people in summer jobs.

Contact:

Boby Lyst, Operations Director
Summer Jobs Program
New York City Partnership, Inc.
200 Madison Avenue
New York, NY 10016
(212) 561-2014

State: New York

Title: Rochester Area Career Education Council

Setting: Urban

Partners:

All school districts and the Board of Cooperative Educational Services (BOCES) in Munroe County, two school districts in Orleans County, and the Industrial Management Council of the Rochester Area.

Purpose:

The purposes of the partnership are to provide career education for students and resources for teachers and administrators, as well as to develop and expand the knowledge and experience of counselors and teachers.

History:

Friendship and interaction between an assistant superintendent of schools and a director of the Industrial Management Council caused this partnership to come about in 1975. They had common interests that they agreed would be advanced through working together.

Activities and Outcomes:

The major activities and outcomes of this partnership are career education materials, field trips and resources, internships for teachers, and summer jobs for students. Also, school counselors participate in the businesses' personnel department functions. The program has been successful in that the level of participation has increased; schools outside the county now take part in the program. The Education Council hopes to continue to respond to the needs of schools and possibly extend to other districts.

Management:

The program director is provided by the Industrial Management Council. School administrators and business leaders meet 2-3 times

a year to monitor progress and make suggestions. The director follows up on these informal agreements.

Contact:

Ms. Ann Hayslip
Executive Director
Hutchinson House
930 East Avenue
Rochester, NY 14607
(716) 244-1800

State: Rhode Island

Title: Providence Adopt-A-School Program

Setting: Urban

Partners:

Twenty-two Providence public schools paired with 22 businesses, including utility companies, banks, and hospitals.

Purpose:

The purposes of this program are 1) to enable the businesses to contribute positively to the development of productive employees, 2) to foster attitudes conducive to business, 3) to promote/ provide career education, and 4) to improve education by addressing problems such as a high dropout rate and illiteracy.

History:

Adopt-A-School, a program of the Greater Providence Chamber of Commerce, has been in place since 1985. The president and general manager of a local television had been involved in a similar program in Pittsburgh. He brought a group of school and business people together to discuss establishing a reading program in Providence. This group formed a planning team. The Chamber of Commerce donated a small amount of a staff member's time to help "staff" the program.

Activities and Outcomes:

Each partnership is somewhat different. No minimum activity level is required, just a commitment to be involved for at least one year. Activities have included: business-sponsored career days, field trips to the participating businesses, establishing a child identification program, providing computer experts, presenting awards and scholarships to those students who make "significant effort toward academic success," and making possible intramural sports.

Management:

School and business people serve on an informal planning team. The

business/education manager of the local Chamber of Commerce meets with interested parties to help them develop a plan and “become matched” for one year of partnership. The Chamber of Commerce has one person working full-time on the project. The planning team consists of volunteers.

Contact:

James T. McBee, Jr.
Business/Education Manager
Greater Providence Chamber
of Commerce
Commerce Center
30 Exchange Terrace
Providence, RI 02903
(401) 521-5000

State: Vermont

Title: IBM Business-Education Partnership

Setting: Rural, Suburban

Partners:

One school from each of Vermont's five counties — Chittendon, Addison, Franklin, Lamoille, and Washington — and a representative from IBM for each.

Purpose:

IBM wants to assist in strengthening the math and science programs offered in Vermont high schools. The schools are interested in the practical application of math and science that an IBM employee might provide.

History:

This employee-on-loan program is a pilot program initiated by IBM. It began in September 1986.

Activities and Outcomes:

An IBM employee works with the selected school for at least one semester. She or he may teach, tutor, or assist with classes in math, science, or computer usage for up to one day a week. The specific assignment is determined jointly by the school and the employee. IBM expects that the program will not only achieve its purpose, but will also provide employees with the rewarding experience of contributing to local education programs and working with children.

Management:

The schools are selected by the Vermont Department of Education based on the school's expressed interest and other requirements. IBM participants complete a formal application and then are selected competitively. IBM will offer up to one day a week away from work with full pay and will also cover mileage. The school covers materials and supplies.

The project will be reviewed by the schools, the IBM participants,

and by IBM corporate representatives before a decision is made to continue or extend the program.

Contact:

Alicia Ayer
IBM
Essex Junction, VT 05452
(802) 769-3260

Directory of Business-Education Partnerships

Connecticut

1. Bridgeport Adopt-A-School

Partners: Bridgeport Schools/many businesses throughout the community

Location: Bridgeport

Summary: The Bridgeport business community is making contributions to the Bridgeport schools through diverse activities in the areas of management assistance, staff development, curriculum development, direct services to students, and support services.

Contact: Richard Huydic
Director of Planning and Development
(203) 576-7312

2. Career Opportunity Development

Partners: Hartford Public School System/Southern New England Telephone Company (SNETCO), Northeast Utilities, Connecticut Natural Gas, the Urban League

Location: Hartford

Summary: A work/study program for disadvantaged high school students.

Contact: Karen de Cant
SNETCO
(203) 771-5200

3. Hartford Public High School/CIGNA Partnership

Partners: Hartford Public High School/CIGNA Corporation

Location: Hartford

Summary: Job entry skills are taught, mostly in word processing and office skills.

Contact: Amado Cruz, Principal

James Mason, Jr., Director, Community Affairs
(203) 726-7060

4. Learning Link

Partners: New Haven Public Schools/Southern New England Telephone Company (SNETCO)

Location: New Haven

Summary: A pilot program for a computer information network that connects students in different schools with data banks.

Contact: Karen de Cant

SNETCO
(203) 771-5200

5. Partners in Excellence

Partners: Branford Board of Education/Branford Motor Inn, First Federal Savings of Madison, Horwitz Department Store, Pepsi, Branford Hills Health Care, Inc., SNETCO, Branford Hall School of Business, Branford Savings Bank, Branford Rotary Club

Location: Branford

Summary: A program to encourage more involvement of business and community in the schools through recognition of outstanding achievement by students.

Contact: Phil DeLise, Principal

(203) 488-7291

Maine

1. L. L. Bean Incentive Grant

Partners: Freeport Public Schools/L. L. Bean, Inc.

Location: Freeport

Summary: A general incentive program for excellence within the school system. Provides funding for projects that will significantly impact and enrich current programs.

Contact: Eve Bither, Superintendent
(207) 865-6403

2. Millinocket/Great Northern Paper Partnership

Partners: Millinocket Public Schools/Great Northern Paper Company

Location: Millinocket

Summary: Great Northern buys equipment for Millinocket shop programs, provides college scholarships, and makes direct gifts to needy students.

Contact: Robert Pelletier, Superintendent
(207) 723-8333

3. Providing High Skill Technical Training On-Site

Partners: State Vocational Training Institutes/Businesses throughout the state

Location: Augusta

Summary: Provides educational services and technical training to the unemployed and retraining to company employees based on specific needs of companies.

Contact: Gary Crocker, consultant
Maine Dept. of Education and Cultural Services
(207) 289-5874

4. University of Maine Pulp and Paper Foundation Scholarship

Partners: University of Maine/Champion International Corporation

Location: Bucksport

Summary: Provides money for students and training for future employees through University of Maine.

Contact: Jack MacBrayne, Pulp Mill Superintendent
(207) 469-3131

Massachusetts

1. Best Bet

Partners: Burlington Schools/Pacer Systems (some other area businesses have been involved)

Location: Burlington

Summary: Responds to budget deficiencies and the need to supplement school programs in order to give students a firm liberal arts foundation and allow teachers discretion in their work.

Contact: John Rennie, President
Pacer Systems
(617) 667-8800

2. Boston Compact

Partners: Boston Public Schools/25 area colleges and universities, nearly 350 businesses and 27 Greater Boston trade unions, under the umbrella of the Boston Private Industry Council

Location: Boston

Summary: Provides part-time and summer jobs for high school students and trains students in job search and retention skills.

Contact: Jim Darr, Executive Director
Boston Private Industry Council
(617) 726-6200

3. Business Education Collaborative

Partners: Lawrence Public Schools/10–15 institutions of higher learning (e.g., Merrimack College, Northern Essex Community College), and community based organizations

Location: Lawrence

Summary: Program to mobilize resources for schools to improve student employability, to motivate students in all areas, and to enhance communication among sectors.

Contact: Joe Duggan, Staff Director
Greater Lawrence Chamber of Commerce
(617) 686-0900

4. The Counselor Business Information Program

Partners: Springfield Public Schools/Bank of New England,

F. A. Bassett Co., Bay State Medical Center., Digital Equipment Corporation, EBTEC Corp., Friendly Ice Cream, Marriott Hotel, Mass. Mutual Life Insurance Co., Murphy Hospital, Milton-Bradley

Location: Springfield

Summary: Exposes guidance counselors to information regarding employment and career opportunities in today's labor market.

Contact: Helaine Sweet, Supervisor
Springfield School Volunteers
(413) 787-7100

5. John Hancock-English High School Partnership

Partners: English High School/John Hancock Insurance Company

Location: Boston

Summary: Includes job preparation through an internship program, career education workshops, job skills workshops, SAT preparation workshop, adopt-a-student mentor program, career day, explorer computer club, office tours, career field trips, and several other programs aimed at academic improvement and parent/community outreach.

Contact: Sandra Arangio, Coordinator of Business Consulting
John Hancock Insurance
(617) 421-4520

6. Project ACCES (Advancement through Coordinated Community Educational Services)

Partners: Springfield, Palmer, Holyoke, Westfield, Agawam, Chicopee, Pathfinder Regional Vocational Schools/Private Industry Council of Hampden County, Hampden County Employment and Training Consortium, MA Career Development Institute

Location: Springfield

Summary: Provides additional basic skills development, extra counseling, smaller course instruction, orientation to world of work, exploratory industrial arts program, and part-time work experience for pay and academic credit.

Contact: John Sullivan, Director of Federal Projects
Springfield Schools
(413) 787-7093

7. Project 50/50

Partners: 10 School Districts in Central Mass./Digital Equipment Corporation (DEC)

Location: Oxford

Summary: Promotes use of computers as tools for teachers and students, particularly girls and minorities.

Contact: Rob Richardson, Project Director
(617) 987-1626

8. Shrewsbury-DEC Partnership

Partners: Shrewsbury Public Schools/Digital Equipment Corporation (DEC) - Shrewsbury facility

Location: Shrewsbury

Summary: A variety of programs to provide experiences for both teachers and students such as teacher summer jobs, speakers and seminars, curriculum committee, student internships, financial aid workshops for DEC employees with college age students.

Contact: Dr. Susan Anderson-Khlein, Manager
Digital Equipment Corporation (DEC)
(617) 845-5721

Dr. John Collins, Superintendent
(617) 845-5721

New Hampshire

1. Nashua Adopt-A-School Program

Partners: Nashua Public Schools/area businesses, including New England Telephone, Sanders Associates, Kolsman Instrument Company, and Merchants National Bank

Location: Nashua

Summary: Projects sponsored by program have included letter writing contest, development of elementary level curriculum in banking and economics, attendance awards, career days, and employee job swaps.

Contact: Marguery Navavoli
Nashua Public Schools
36 Riverside Drive
Nashua, NH 03060
(603) 881-4308

New York

1. Buffalo City Schools Business-Education Partnerships

Partners: Buffalo City Schools/fast food outlets, gas stations, hospitals, banks, police department, radio, civil service

Location: Buffalo

Summary: Program to help students make the transition from school to work.

Contact: Mr. Neureuther, Special Education Coordinator
(716) 842-3197

2. Career Development Council

Partners: Elmira School District/banks, newspaper, Corning, Chamber of Commerce

Location: Chemung County

Summary: Prepares students for careers while providing employees for businesses

Contact: Jim Carter, Superintendent
(607) 734-2231

3. Chamber of Commerce, DECA

Partners: West Seneca School District/Southgate Plaza, Seneca Mall, attorneys, doctors, insurance firms, fast food outlets, Action Learn Internships

Location: West Seneca

Summary: An opportunity for students to experience real life work opportunities in addition to providing seminars for job preparation.

Contact: Dr. John Robson, Assistant Superintendent
(716) 674-5300

4. Comprehensive Adult Education Program

Partners: Albany City Schools/Computer Services Corp., Advanced Cash Register, Vermont Teddy Bear

Location: Albany

Summary: Program focuses on providing training and work experience for "at-risk" students.

Contact: John Tracey, Continuing Education Coordinator
(518) 462-7292

5. Developmental Economic Education Program

Partners: Schenectady School District/Chamber of Commerce

Location: Schenectady

Summary: Through the Chamber of Commerce, businesses provide resources for improving students' understanding of economics.

Contact: Dr. Ray Colucciello, Assistant Superintendent
(518) 370-8173

6. Edu-Business Partnerships

Partners: Rochester City School District/Rochester Chamber of Commerce, Industrial Management Council

Location: Rochester

Summary: Provides resources, advisement counseling, job placement, and inservice planning for school improvement.

Contact: Robert Keller, Xerox Corp.
Arthur Moore, Eastman Kodak

7. Industry Awareness Co-op Program

Partners: Vestal School District/IBM, Binghamton Savings Bank

Location: Binghamton

Summary: Provides students with on-the-job training and an opportunity to earn money.

Contact: Ed Giegucz, Special Education Coordinator
(607) 757-2244

8. Niagara Frontier Industry Education Council

Partners: Twenty-three school districts in Erie County/47 businesses (e.g., Blue Cross, Fisher Price, General Mills, Goldome, Moog, NY Telephone, Niagara Mohawk Power)

Location: Erie County

Summary: Helps student to become well-adjusted employee of tomorrow while helping vocational teachers to update their skills.

Contact: Dorthea Stern, Executive Director
(716) 686-2000

9. Pittsford Central School 7th Grade Internships

Partners: Pittsford Central School/local business, industry,

and professional people
Location: Pittsford
Summary: Businesses provide mentors and an internship program to develop career education and knowledge of the world of work.
Contact: Dr. Richard Hibschan, Pittsford Central School

10. Mentor Program

Partners: New York Alliance for the Public Schools/five prominent law firms
Location: New York City
Summary: To introduce public high school students to the legal profession and encourage law careers.
Contact: Elliot Salon, Program Director

11. Honeywell Trains Seniors for Jobs with Other Companies

Partners: Various high schools/Honeywell Corporation and other participating companies
Location: New York City
Summary: Trains for employment after graduation underprivileged high school seniors who will not attend college.
Contact: Susan Rothschild
NYC Community Relations Coordinator
(212) 512-0400

Rhode Island

1. Rhode Island Legal/Educational Partnership Program

Partners: Providence area schools/area professionals in law, law enforcement, legislation, and the court system
Location: Legal partners work with educators to help students understand the law and the workings of the democratic system.
Summary: Providence
Contact: Judith Thomas
John S. Foley
(407) 277-6831

Vermont

1. Alternative Learning Program

Partners: South Burlington High School/various agencies, institutions, and individuals

Location: South Burlington

Summary: Hands-on experience in a business setting and the opportunity to be exposed to a career the student may be considering.

Contact: Jeanette Andrew, Coordinator
South Burlington High School
(802) 658-9018

2. By Kids for Kids Toy Company

Partners: Brattleboro Union High School/By Kids for Kids Toy Company

Location: Brattleboro Union

Summary: Involvement of students in every aspect of business; students earn income and see their toys displayed in area stores, providing students with immediate and tangible success.

Contact: Sally Pennington, Executive Director
(802) 257-0361

3. DUO Program (Do Unto Others)

Partners: Champlain Valley Union High School/various businesses

Location: Hinesburg

Summary: Provides an opportunity for students to explore a career, pursue an interest, provide community service, and/or develop a talent.

Contact: Joan Braun
Champlain Valley UHS
(802) 482-2101

4. On-Top

Partners: Burlington Public Schools/Digital Equipment Corporation (DEC)

Location: Burlington

Summary: Program exposes On-Top students to career opportunities in high tech field and enhances curriculum and instructional quality of the On-Top Program.

Contact: Michael Kline, Director
(802) 864-0975

5. **Wolcott's School/Business Partnership**

Partners: Wolcott Elementary/3 businesses

Location: Wolcott

Summary: Target audience is K-6 students in rural setting; intended to provide a window to the world and increase communication skills.

Contact: Merri Grunia
(802) 888-2401

Appendix: Partnership Print Resources

1. American Council of Life Insurance, Education Relations and Resources. *Company-School Collaboration: A Manual for Developing Successful Projects*. 1850 K Street, NW, Washington, DC 20006-2284, 1985.
Provides suggestions for initiating or expanding collaborative programs with schools; includes profiles of companies already involved in company-school collaboration.
2. Chamber of Commerce of the United States. *Business & Education: Partners for the Future*. 1615 H Street, NW, Washington, DC 20062, 1985.
Summarizes ways in which business is working with education to improve local systems; suggests ways that businesses can help enhance educational achievement.
3. Committee for Economic Development. *Investing in Our Children: Business and the Public Schools*. 477 Madison Ave., New York, NY 10022, 1985.
Summarizes results of a national study that addressed ways in which the business community can help public education. Concludes that business has a responsibility to help maintain and improve the quality of schools and suggests strategies for enhancing business/education partnerships.
4. Elsmann, Max. *Industry-Education-Labor Collaboration: An Active Guide for Collaborative Councils*. National Institute for Work and Learning, Suite 316, 1200 18th Street, NW, Washington, DC 20036, 1981.
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Describes the Monsanto Teacher Project, a partnership between the Monsanto Company and the Springfield (MA) Public Schools.
10. Levine, Marsha, ed. *The Private Sector in the Public Schools: Can It Improve Education?* American Enterprise Institute for Public Policy Research, 1150 17th St., NW, Washington, DC 20036.
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11. Mann, Dale. "It's Up to You to Steer Those School Business Partnerships." *The American School Board Journal*, October 1984.
Explores the future of school-business partnerships and stresses the need for active support by school boards and superintendents.
12. McNett, Ian, ed. *Let's not Reinvent the Wheel: Profiles of School-Business Collaboration*. Institute for Educational Leadership, Inc., 1001 Connecticut Ave., NW, Washington, DC, 1982.
Includes comprehensive, descriptive profiles of 10 partnerships between schools and businesses.
13. Massachusetts Department of Education, Bureau of Student, Commu-

- nity and Adult Services. *Creating School-Business Partnerships*, 1983.
Provides concrete information about the scope of school-business partnerships in Massachusetts.
14. Massachusetts Department of Education, Bureau of Student, Community and Adult Services. *Industry-Education Partnership Guidelines*, 1985.
Provides a brief overview of partnerships and includes strategies for establishing successful partnerships.
 15. New York State Education Department, Bureau of Adult and Continuing Education Program Development. *Schools and Communities Working Together For Effective Schools and Stronger Communities*, 1985.
Provides a systematic approach to integrating community resources into school programs.
 16. O'Connell, Carol. *How to Start a School/Business Partnership*. Phi Delta Kappa Educational Foundation, 1985.
Outlines a process for establishing and maintaining partnerships and provides examples of existing partnerships.
 17. Pierson, John. "Leadership, By Any Other Name. . . ." *Foundation News*, January/February 1986.
Describes several existing public-private partnerships involving a variety of organizations.
 18. Prager, Audrey. *Education and Work Councils: Four Case Studies*.
Describes the activities of four local education and work councils that were established through the National Work-Education Consortium Project, a federal program.
 19. Pro Education, *The Magazine About Partnerships With Education*. Pro Education Publications, 5000 Park Street North, St. Petersburg, FL 33709.
Focuses exclusively on partnerships and provides information on resources for partnerships.
 20. Rossano, Kenneth. *A Partnership for Excellence Between the Boston Public Schools and the Boston Business Community*. Paper delivered October 2, 1985.
Details the history of Boston Public Schools' relationship with the business community and describes the three major partnership programs that have been implemented during the last decade.
 21. Shakeshaft, Carol, and Trachtman, Roberta. *Business as Usual: Exploring Private Sector Participation in American Public Schools*. Paper presented at American Educational Research Association Meeting, April 1986.
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22. Trachtman, Roberta. *School/Business Collaborations: Their Impact on Teachers*. Paper presented at American Educational Research Association Meeting, April 1986.
Examines the process and outcomes of school-business interactions from the perspective of the school personnel involved.
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Discusses the need and opportunity for schools to cooperate with other human service providers in addressing needs of economically distressed communities.
24. Woodside, William S. "Business in Education—Is There Life After Partnerships?" *NASSP Bulletin*, May 1986, pp. 6–11.
Encourages business' vocal support of education and recommends that businesses challenge legislative initiatives that would reduce support for public education.

Selected Organizations and Associations

1. **Chamber of Commerce** — Many local Chambers of Commerce are involved in efforts to foster education-business partnerships.
2. **The Education Commission of the States (ECS)** — ECS recently established a Task Force on Education for Economic Growth, which has produced several publications. ECS assists policy makers develop policies to improve the quality of education at all levels. For more information, contact:
Dr. Frank Newman
Executive Director, ECS
1860 Lincoln Street, Suite 300
Denver, CO 80295
(303) 830-3620
3. **National Alliance of Business (NAB)** — The NAB's mission is to increase private sector support, training, and job opportunities for the economically disadvantaged and the long-term unemployed through industry-education cooperation. For more information, contact:
National Alliance of Business
1015 15th Street, N.W., Suite 500
Washington, DC 20005
(202) 457-0040
4. **National Association for Industry-Education Cooperation (NAIEC)** — NAIEC, organized in 1964, serves as an advocate for the development of joint industry and education efforts in implementing policy and programs aimed at helping youth acquire employable skills, work attitudes, and an understanding of our economic system. For more

information, contact:

*Dr. Donald M. Clark, President
National Association for Industry-Education Cooperation
235 Hendricks Boulevard
Buffalo, NY 14226
(716) 834-7047*

5. **Northeast Industry Education Labor Alliance (NIELA)** — NIELA, an affiliate of NAIEC, focuses on establishing public/private sector cooperation and fostering the relationship between education and economic development. For more information, contact:

*Norman Halls, President
Northeast Industry Education Labor Alliance
P.O. Box 2203
Springfield, MA 01101
(413) 781-5640*

6. **National Institute for Work and Learning (NIWL)** — NIWL, formerly the National Manpower Institute, focuses on encouraging public and private sector policies and practices that contribute to an integration of education, employment and training, and economic policy. For more information, contact:

*National Institute for Work and Learning
1200 Eighteenth Street, N.W., Suite 316
Washington, DC 20036
(202) 887-6800*

7. **Private Industry Councils (PICs)** — PICs, initially mandated through CETA (Comprehensive Employment and Training Act of 1977), now function under JTPA (Job Training Partnership Act). They are local organizations that are often involved in school-work transition training and preparation programs.

End Notes

Introduction, pp. 1–3

1. William S. Woodside, "Corporate Leadership for Public Education," speech given at the Leadership Forum of the Institute for Educational Leadership, May 1, 1986.

Chapter 1. Education and Business: Allies for School Improvement, pp. 5–9

1. "Business-Education Partnerships: Gearing Up for Economic Survival," Special Issue of *California School Boards Journal*, October/November 1983, p. 5.
2. Paul Duggan and Jacqueline Mazza, *Learning to Work*. Northeast-Midwest Institute: Center for Regional Policy, 1986, p. 2.
3. *Investing In Our Children: Business and the Public Schools*. Committee for Economic Development, 1985.
4. Myra S. Ficklen, "Public/Private Partnerships in the D.C. Schools." Educational Testing Service, 1984, p. 22.
5. Michael Timpane, "Eliminating Barriers to Industry-Education Cooperation." *NASSP Bulletin*, November 1983, pp. 18–20.
6. Roberta Trachtman, *School/Business Collaborations: Their Impact on Teachers*, 1986, p. 15.
7. Carol Shakescraft and Roberta Trachtman, *Business as Usual: Exploring Private Sector Participation in American Public Schools*, 1986, p. 7.

Chapter 3. How to Form Partnerships for School Improvement, pp. 21–32.

1. Susan Loucks-Horsley and Leslie F. Hergert, *An Action Guide to School Improvement*. Association of Supervision and Curriculum Development and The NETWORK, Inc., Alexandria, VA, and Andover, MA, 1985.